

**HISTORY / GEOGRAPHY / ENVIRONMENTAL STUDIES 469, MIDTERM EXAM****I. MAPPING EXERCISE (10 points)**

Below are 12 geographical features that can be located on a map. Select 10 of these and label the map on the other side of this sheet of paper, using whatever marker is most appropriate for indicating the site of the feature you are labeling (e.g., a point for a city, a line for a river, etc.) If multiple labels appear in close proximity to each other, please make sure your marks and labels are legible. You are required to do ten, with each answer being worth one point. There is no extra credit for doing more than ten, and all wrong answers count against you...so **don't do more than 10!!!**

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| 1. New York City                         | 7. Montreal            |
| 2. line of 20" rainfall (100th Meridian) | 8. St. Louis           |
| 3. New Orleans                           | 9. Lake Erie           |
| 4. Ohio River                            | 10. Hudson River       |
| 5. Erie Canal                            | 11. Rio Grande         |
| 6. Fox River                             | 12. St. Lawrence River |

**II. ESSAY QUESTION (90 points)**

Choose **one** of the following three questions and write a 60-minute essay on it. Be sure whenever possible to use evidence drawn not just from lectures, but from the readings as well. Remember that it's worth spending 5-10 minutes outlining your answer, and please leave your outline in the blue book.

1. Imagine that you are hosting friends from another country who are visiting Madison for the first time. As a way of introducing them to the Wisconsin landscape, you decide to take a drive from the State Capitol out into the countryside around Madison. (You can decide whether your route will be similar to the virtual transect Bill narrated in lecture, or along some other route that better serves your purposes.) While you're driving, you point out various landmarks to your friends, explaining why each one is historically significant for helping them understand the history of the local landscape. Having just read Christopher Wells' *Car Country*, you place special emphasis on the history of transportation in the city. After you return, one friend observes, "Wow, Americans really do love their cars!" Reflecting on all you've learned about reading the landscape, how do you respond to this remark? In your response, refer to the drive you've just taken by selecting 5-7 landmarks, narrating a history that explains their connections and explaining why their history is important for understanding the landscape of Madison and the history of the United States as "Car Country."
2. If one wants to understand the history of the American landscape, few sources of evidence are more revealing than maps and aerial photographs. Write an essay exploring the value of maps and aerial photographs as documents for landscape history, identifying what you believe to be some of their most important uses and illustrating your points with concrete examples drawn from course lectures, readings, and your visit to the Map Library (as well as any online explorations you've done for this course). Be sure to discuss ways maps can sometimes mislead us, and offer suggestions for how to best to interpret them as documents of past landscapes.
3. One of the concepts at the heart of this course is the idea that *storytelling* plays a crucial role in how we understand the history of the American landscape. Narrative choices—such as selecting a theme, periodizing to create "chapters" in your story of that theme, identifying events to serve as benchmark turning points, and deciding when a story should begin and end—are powerful tools that shape how we interpret the past. As you have seen in the first several weeks of this course, different narrative shapes can produce very different stories about the same subject (a classic example is the contrasting "Dust Bowls" of Paul Bonnifield and Donald Worster). With this in mind, identify and describe two very different ways of narrating the history of landscape change that you've encountered in course readings or lectures. In your analysis, be sure to describe the ways each of the two narratives you choose provide different insights into the themes, periods, turning points, and particular events of American landscape history, using specific examples to support your arguments.